

CURRICULUM VITAE

DIMITRIOS SARRIS

Dimitrios Sarris is lecturer in Special Education in the Faculty of Education Sciences of the University of Ioannina.

1.1. STUDIES IN GREECE

- (i) **Degree from the Early Childhood Education Department** of the University of Ioannina (1991).
- (ii) **Degree in Philosophy, Education and Psychology**, University of Ioannina, specializing in psychology (1997).

1.2. STUDIES ABROAD

- (iii) **1st Ph.D. (Psychology-Educational Sciences)**, University of Toulouse - Le mirail, Faculty of Psychology and Educational Sciences, France. (1996)
- (iv) **2nd Ph.D. (Clinical Psychology)**, University of Picardie Jules-Verne, Division of Psychology, Amiens, France (2003)
- (v) **DESS Master's Degree** (Diplôme d'Etudes Supérieures Spécialisées) Clinical Psychopathology, University of Bordeaux II, Department of Psychology, France. (1994)
- (vi) **DEA Master's Degree** (Diplôme d'Etudes Approfondies), University of Toulouse - Le Mirail, Faculty of Psychology and Educational Sciences, France. (1993)
- (vii) **MAÎTRISE Degree**, University of Bordeaux II, Faculty of Psychology and Educational Sciences, France. (1992)

2. EDUCATION AND TEACHING EXPERIENCE

Mr. Sarris has a rich and multifaceted teaching experience in higher education. In particular, he has taught subjects related to special education, clinical psychology, and psychopathology in the following Higher Education Courses:

- (1) At the Early Childhood Education Department of the School of Educational Sciences, University of Ioannina
 - (2) At the Department of Philosophy, Educational Sciences and Psychology of the School of Philosophy at the University of Ioannina
 - (3) At the Department of Education and Social Science of the University of Macedonia
 - (4) At the teacher's college of the Department of Early Childhood Education, University of Ioannina
 - (5) At the Early Childhood Education Department of the Technological Educational Institute of Epirus.
 - (6) At the Speech Therapy Department of the Technological Educational Institute of Epirus.
- He has also participated as a trainer in training programs within the framework of the organization and operation of Regional Training Centres (PEK) - Technical Bulletin of Action 1.3^a "Teacher Training" of the OP of the Ministry of Education (Primary Education teacher training).

3. CLINICAL EXPERIENCE

D. Sarris is licensed as a practising psychologist and worked for four (4) years (2002-2006) in the field of special education as a Psychologist at the Centre for Diagnostic Evaluation and Support (KDAY) of Ioannina for people with disabilities and learning difficulties.

4. RESEARCH EXPERIENCE - PARTICIPATION IN RESEARCH PROJECTS

He has participated in various research projects. In particular, he participated in the drafting and implementation (trainer, evaluator, writer of educational material) of the following research projects in the field of special education as a team member of the Laboratory of Special and Therapeutic Education (ER.E.TH.A.)

Selected list:

1999: *Within the programs of the General Secretariat for Research and Technology, Subprogram 2, Measure 2.3.:*

- *Dissemination of Technology and Innovation, Special Action on the Development of Technologies to Support People with Disabilities.*

1997-1999: *In the framework of the assignment of research projects at the Laboratory of Special and Therapeutic Education (ER.E.TH.A.)– by the Research Committee of the University of Ioannina,* he has implemented research projects on special education, such as:

- **Clinical study of the Special Developmental Dyslexia syndrome** in terms of its relation to education at the level of preschool education.
- **Experimental design and implementation of selected activities** for children with disabilities in order to assess the possibility of future school integration based on psychomotor maturity, the development of pre-writing and pre-reading skills, and the mastery of logical-mathematical concepts.
- **Application of projective tests (psychodrama, stories, WISC-III tests for children)** in preschool children for their actualisation in speech and the of study of the development of the dynamics of the educational team and the degree of socialization and psychomotor development.

1998-2000: *In the framework of the Operational Programme for Education and Initial Vocational Training (OP) of the Ministry of Education:*

- **Clinical Practice of students in Special and Therapeutic Education**
- **Early and systematic detection, evaluation and support of students with learning problems, speech and language problems and special educational needs**
- **Education of persons with disabilities**

1997-1999: *In the framework of the organization of the Regional Training Centres (PEK) - Technical Bulletin of Action 1.3^a "Teacher Training" of the OP of the Ministry of Education (Primary Education teacher training),* he implemented teacher training programs for the early detection, early re-education at the kindergarten, diagnosis and retraining of pupils with learning difficulties.

1998-2001: *Within the framework of the EU programme LEONARDO, Action II.1.2.a PLACEMENT AND EXCHANGE PROGRAMMES / Placements in undertakings for people undergoing university training AND for graduates (Po lysémie de l'«objet» professionnelle et théorico-pratique de l' Education Spéciale en Europe* aujourd'hui. Training in the special and therapeutic treatment of women graduates of the Education departments of the University of Ioannina. Collaboration between the Laboratory of Special and Therapeutic Education (ER.E.TH.A.) with the European Union.

2003: In the framework of the OP program, measure 1.1., Action 1.1.4, “Training of persons with disabilities” on: “Improving the integration in the educational system of people with multiple disabilities.”

2006-2009: Organisation of training sessions in the special education premises, under the OP “Reformation of Undergraduate Studies-Extension”. Categories 2.2.2.a-PE13 and PE14.

Participation in a European research project entitled “Réussite élèves: Unité du Socle de Savoirs Intégrés Transférables Efficaces (REUSSITE)”, on the construction and building of a tool to detect learning difficulties. Scientific Coordinator Pr.Emile-Henri Riard, Université de Picardie, France.

He is also Head for Bilateral Agreements of the Department of Early Childhood of the University of Ioannina with the following universities:

- Université de Picardie-Jules Verne, (France)
- Université Lumière Lyon 2, (France)
- Tallin University (Estonia)

5. MEMBER OF SCIENTIFIC SOCIETIES

Mr Sarris is a member of the following scientific societies: the *Collectif de Recherches sur le Handicap et l'Education Spécialisée*, Institut des Sciences et Pratiques de l'Education et de Formation, Université Lumière-Lyon 2, 69007 LYON, the *European Association for Research on Learning and Instruction (EARLI)*, the *Association Internationale de Recherche Scientifique en faveur des Personnes Handicapées Mentales (AIRHM)*, the *Greek Psychological Association (ELPSE)*, the *Association of Greek Psychologists (SEPS)*, the *Psychological Society of Northern Greece (PSEVE)* and the *Greek Society for Terminology (EL.ET.O.)*.

6. MEMBER OF EDITORIAL BOARDS IN GREEK AND INTERNATIONAL SCIENTIFIC JOURNALS

D. Sarris is editor or editorial board member of the following scientific journals (refereed)

- Member of the Editorial Board of the **European Journal on Mental Disability**
- Editor-in-chief of the **Journal of Curative and Intercultural Psychopedagogy**
- Member of the editorial board of the educational journal **Periplus Paideias**, Gregory Editions
- Scientific advisor of the journal **Issues in Special Education**

7. RESEARCH AND WRITING ACTIVITY

Overall, D. Sarris has published (35) scientific papers in refereed journals, in addition to two doctoral theses

Selected scientific publications:

Books

Sarris D., (2009). Introduction to the cognitive and psychoanalytic theory of child development. Athens: Ellinika Grammata.

Studies-Articles

Sarris D., (2008). Les stades d'apprentissage de l'écrit chez l'enfant de 5-7 ans. Étude psychogénétique (The stages of learning written symbols in children aged 5-7 years. Psychogenetic research). *Journal of Curative and Intercultural Psychopedagogy*, vol. 2, 191-220.

Sarris D., (2008). Recherche clinique chez l'enfant dyslexique-dysorthographique: Application de tests projectifs en pédagogie. (Clinical research in children with dyslexia-dysorthographia:

Application of projective tests in pedagogy). In A. Ahami Y. Aboussaleh (Eds), *Pathologies humaines et déficits du développement. Approche pluridisciplinaire* (pp.38-51). Digi Edition.

Sarris D., (2006). Approche interculturelle et psychanalytique du conte grec comme objet thérapeutique chez l'enfant 5-12 ans (Intercultural and psychoanalytic approach to the story as a therapeutic medium for children 5-12 years). *Psychologie Clinique «Dispositifs cliniques et changements culturels»*, no 22, 81-97. Paris: L'Harmattan.

Sarris D., (2008). La construction de la pensée et de la fonction de symbolisation chez l'enfant dysharmonique (psychose infantile) dans un cadre psychopathologique et clinique à travers le jeu et le psychodrame. L'apport de la théorie de M. Klein. (Construction of thought and symbolic function in psychotic children, as part of clinical psychopathology, through play and psychodrama. The theoretical approach of M. Klein). *Cahiers de Psychopédagogie Curative et Interculturelle*, vol. 1, 27-42.

Sarris D., (2008). Le rôle de la psychomotricité dans l'appropriation de l'autonomie chez l'enfant déficient mental (the role of psychomotricity in the acquisition of autonomy in children with mental retardation). In A.O.T. Ahami & Y. Aboussaleh (Eds), *Pathologies humaines et déficits du développement. Approche pluridisciplinaire* (60-64). Digi Edition.

Sarris D., (2008). The role of play therapy to address learning and behaviour problems in children of 5-12 years: The contribution of Vygotsky's theory. In H. Kourkoutas & JP Chartier (ed.), *Children and adolescents with psychosocial and learning disorders. Intervention strategies* (pp. 447-454). Athens: Topos

Sarris D., (2003). L'apport thérapeutique d'un atelier conte dans le traitement des enfants dysharmoniques de 5-10 ans. (The contribution of story workshops in the retraining and treatment of children of 5-10 years). *Revue Européenne du Handicap Mental*, n° 26, 39-60.

Sarris D., (2003). Greek mythology and fairy tales as a transitional potential space: An action research. *Themata Idikis Agogis*, Issue 21, 3-15.

Sarris D., (2003) Game play as a communication medium in hard of hearing children: the intermediary function of body shape. *Epistimes tis Agogis*, 1/2003, 113-128.

Sarris, D., & Wallet, J.W. (2002) Dysharmonie cognitive d'évolution et conte-mythe. Etude de cas d'une thérapie des enfants de 5-12 ans à travers les Ateliers d'Expression. (Cognitive developmental dissonance and Greek mythology and fairy tales: Case study on the therapeutic retraining of children 5-12 years through expression workshops). *Cahiers de Psychopédagogie Curative et Interculturelle*, 1, 80-96.

Sarris, D., & Stavrou, L. (1997). L'image du corps chez les infirmes moteurs cérébraux (IMC) au travers des épreuves projectives (Body image in people with IMC through projective tests). *European Journal On Mental Disability*, vol. 4, no 16, 17-26.

Sarris D., (2008) Psychodrama and addressing learning and behavioural problems. *Epistimes tis Agogis*, 3/2008, 91-110. *Cahiers de Psychopédagogie Curative et Interculturelle*, 1, 87-98.

8. CONFERENCE ANNOUNCEMENTS

He has participated in many international and nationwide conferences, as a member of the Organizing Committee or through the presentation of scientific announcements.

Selected announcements

Sarris D., (2008). *Rehabilitation program of learning disabilities through tales and marionettes: cognitive and psychoanalytic approach. 13th International Conference-2nd World A.P.P.A.C. Conference "Psychology, Neuropsychiatry, and Social Work in Modern Times, Association of Psychology & Psychiatry for Adults & Children, 22.05.2008, Athens.*

Sarris, D., & Stavrou, P.D. (2008).The workshop of tale as an instrument-mediator for the rehabilitation of children with learning disabilities. Cognitive and Psychoanalytic approach. Workshop, *13th International Conference-2nd World A.P.P.A.C. Conference "Psychology, Neuropsychiatry and Social Work in Modern Times, Association of Psychology & Psychiatry for Adults & Children, 22.05.2008, Athens.*

Stavrou, L.,Sarris, D., & Kourkoutas, I. (2008), A case study of inclusion of a blind-autistic preschooler in a normal class: psychological, psychological, psychopedagogical and psychotherapeutic approach. *13th International Conference-2nd World A.P.P.A.C. Conference "Psychology, Neuropsychiatry and Social Work in Modern Times, Association of Psychology & Psychiatry for Adults & Children, 22.05.2008, Athens.*

Stavrou, P.D., & Sarris, D. (2007). Maternal image in the psychotic child through the Rorschach test. *2nd International Conference of the Psychological Society of Northern Greece "Psychological assessment", 03-06.05.2007, Thessaloniki, Greece.*

Sarris, D. (2008). The game as a psychotherapeutic component in action research in a pilot training program for children with special learning difficulties. *1st National Conference of Developmental Psychology, 29/05 to 01/06/2008, School of Philosophy, University of Athens.*

Sarris, D. (2007, 18-22 April). Psychodrama as a therapeutic medium to address learning and behavioural problems. From theory to clinical practice. *11th Panhellenic Conference of Psychological Research. Rethymnon.*

Sarris, D. (2005, 18-20 March). Learning difficulties and children with disabilities. Game play as a communication medium in hard of hearing children: *Panhellenic Conference with international participation "School and Family." Ioannina*

Sarris D., (2004). The role of skin ego (moi-peau) as a transitional space in the therapeutic approach of children with learning disabilities. The contribution of the psychoanalytic theory of Anzieu and its application in the clinical practice. *6th Delphi International Psychoanalytic Symposium "Psychoanalysis and the Human Body: Beyond the Mind-Body Dualism", 27-31.10.2004, Delphi, Greece.*

Sarris D., (1999). Approche génétique et développementale des représentations de l'écrit chez les enfants de GSM-CP. *Congres Suisse de Pédagogie Spécialisée, 16-18.09.1999, Berne, Suisse.*

Sarris D., (1999). Detecting and defining the intellectual and emotional content of thought of aged people through the T.A.T. test. *Sixth International - Conference on aging and disabilities, 17-18.06.1999, South Dakota - U.S.A.*